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better answer is found in the fact that years before the club and the gun were used upon the seals the herds thrived and increased, and the more powerful bulls fought their way into the breeding grounds and did their part in creating a strong and virile race that was numbered by millions instead of the few thousands that are left to-day.

The tide of life on the fur islands has reached its lowest ebb. Dr. Townsend himself says that "the stock of females has reached the lowest limit in the history of the Islands." The objectionable persons, of whom I am one, have based their beliefs and opinions not on the conflicting reports of scientists, but on the broad principle that when any species of wild life has become so depleted as to be in danger of extinction, the best remedy is to let it absolutely alone. In this connection I wish to quote President David Starr Jordan, of Stanford University, and also a member of the Advisory Board of the Fur Seal Service:

With men, as with animals, "Like the seed is the harvest." In every vicissitude of race of men or of breed of animals, it is always those who are left who determine what the future shall be.

All progress in whatever direction is conditioned on selective breeding. There is no permanent advance not dependent on advance in the type of parenthood. There is no decline except that arising from breeding from the second-best instead of the best.

The survival of the fittest in the struggle for existence is the primal moving cause of race progress and of race changes. In the red stress of human history, this natural process of selection is sometimes reversed. A reversal of selection is the beginning of degradation. It is degradation itself.

Natural conditions should be the rule, and all killing of selected males for commercial purposes should absolutely cease until the tide of increase in the fur seal herd has once more set toward the flood.

MARSHALL McLEAN,

*Member of the Camp Fire Club's Committee on Game Protective Legislation*

NEW YORK,

January 2, 1912

### QUOTATIONS

#### THE PRESIDENCY OF THE UNIVERSITY OF MONTANA

For the first time the state board of education permits me, although solely through newspaper reports, to have a statement of considerations which influenced its members in voting "not to renew Dr. Duniway's contract at the close of the year, September 1, 1912."

To the extent that official propriety permits me, and without entering into controversies with my superior officers, I feel obliged to call attention to certain features of this report.

The basis for the action of the state board is said to be primarily a report of the university committee, following an investigation of university affairs made in Missoula on October 22 and 23. It should be borne in mind that this so-called investigation was made without notice to the president of the university, and at a time when he was out of the state. The summing of members of the faculty, of alumni and of students, was prearranged by the chairman of the committee. Under the circumstances there was no opportunity, and there seems to have been no expectation to extend the scope of the inquiry to make it fairly representative of the prevailing opinions and the essential facts which ought to have been considered. Any fair-minded person is entitled to draw his own conclusions concerning such a situation.

It will conduce to clearness if the report of the committee, as published, is briefly considered, point by point. Its essence is found in these statements: First: "We find there is a spirit of unrest and dissatisfaction existing between the student body and the president"; second, "There is dissatisfaction between the alumni and the president"; third, "A lack of cooperation and coordination existing between the president and a large portion of his faculty"; fourth, "We find that the president is exceedingly unpopular among the high school students of the state." A fifth point is added, said to be derived from the general discussion, "That President Duniway does not visit classrooms to ascertain at first-hand the

value of the services of any professor." Perhaps a sixth point should be enumerated to the effect that these other points "seriously retard the growth of the institution and impair the usefulness thereof."

With respect to the allegation that there is a spirit of unrest and dissatisfaction existing between the student body and the president it would be interesting to know just how many and just what students were examined upon this point. As far as such information has come to the president by indirection and rumor, it would appear that a considerable proportion of such students were those who have personal reasons for "dissatisfaction." In the course of administering a clean athletic policy and reasonable standards of scholarship, together with correct principles of conduct, the president has found it necessary to deal more or less sternly with some, at least, whose opinions seem to have impressed the committee. The process that was used to obtain student sentiment is noteworthy, chiefly because of the absence of students whose chief concern is scholarly work or scholarly distinction. To the members of the faculty it has appeared somewhat remarkable that the management of general student affairs in the university has been accompanied with so little friction and with so much genuine good will.

With regard to the second point on the alleged dissatisfaction between the alumni and the president, it is noteworthy that the "request of certain of the alumni" which is said to have produced this investigation was signed by two members of the class of 1911, the other three being undergraduates. One of these graduates had been severely disciplined for various delinquencies, both under the preceding and present administrations. How many alumni, apart from these two, testified is quite unknown to the president. A few persons seemed to be considered "the alumni." It should be added that some of the alumni, like some of the students, have been "dissatisfied" with the president's enforcement of athletic eligibility rules and his neces-

sarily vigorous efforts to prevent professionals from getting places on football teams. A very few also have been displeased because the president declined to perpetuate a so-called honor society, oathbound and secret in character, composed of three members of the faculty and a handful of third and fourth year men. Such an organization was not a healthy influence with regard either to the general student body or to the faculty, whatever may have been its ideals and hopes in its earlier history. A very few also, when they heard of discipline being applied to members of their fraternity chapters, were more or less critical. Certainly a judicious inquiry would consider questions of the animus and credibility of witnesses. Finally, it should be remarked that there has been no expression by "the alumni" of dissatisfaction with the president. On the contrary, many of them have been exceedingly helpful and most cordial in advancing the plans of the president.

With regard to the third point on lack of cooperation between the president and "a large portion of his faculty," it is difficult to see any real justification for such a statement. In an authorized interview published in the *Missoula Sentinel* on October 25 the chairman of the committee is quoted as saying that he "desires to correct the statement published by the *Sentinel* yesterday that any of the faculty had been disloyal to Dr. Duniway." The members of the faculty who were summoned before the university committee voluntarily and individually told the president that they had not been dissatisfied with the administration and that they had so testified to the committee. It would seem that the committee has construed a reasonable amount of candid difference of opinion such as right-minded members of any faculty are sure to feel into "lack of cooperation and coordination." If such a supposition does not fully explain this point is it not reasonable to think that what psychologists call "reaction to external stimuli" might have been produced in a few cases where members of the board let it be known that they were looking for criticism?

Certainly, until October last the president had felt that his relations with the faculty were unusually satisfactory, and he has had very little reason to change his opinion since that time.

The fourth point in the committee's report alleges that the president is exceedingly unpopular among the high school students of the state. Regarding the basis of this charge and the credibility of any testimony to that effect nothing can be said, when nothing is known of the witnesses or their statements. If the truth on this matter is to be ascertained it should be elicited by inquiries from the high schools of the state. It would be most interesting to have high school teachers and their older students, and recent graduates, really express themselves on such a point as this, provided it seems important. The reasons stated by large numbers of the recent freshmen classes of the university when asked to tell why they came to the institution furnished interesting testimony in contradiction of the allegation as made.

It would take too much space to deal adequately with the criticism upon the president for not visiting classrooms. Just a few direct statements may be made. In the first place the board has known, at least since June of 1910, that the president believes any general visiting of university classes by him to be unwise. The board has also known since June of 1910 that the president admits the wisdom of visiting classrooms and laboratories in certain instances and in elementary work. Furthermore the president has visited many laboratories and classes in the university during the last year and a half. An overwhelming majority of college and university presidents do not make a practise of visiting classrooms and declare that such a practise would be unadvisable. Methods that produce good results in the public school system are not applicable to a university faculty composed of highly-trained experts.

It is then declared in general that the president and his policies "seriously retard the growth of the university and impair the usefulness thereof." In the face of the growth

of the university in the last two years, one may fairly call this an amazing statement. In December of 1909 the registration of the university for the current term was 145. In December of 1910 the number had risen to 176. In December of 1911 the number had risen to 191. Let it then be remembered that these are the figures for students of university grade, not including a preparatory department, special music students, or any short-course students—classes which swell the total attendance reported for many institutions. If the unpopularity of the president retards the growth of the university is it not interesting that the last two freshmen classes have been the largest in the history of the institution? If this unpopularity causes the university "to lose many students of the state, and is the reason for many of them going east to school when they should go to the university of their own state," is it not interesting that the same problem of migrating students exists in every western state, and that 21 students have entered the university this semester with advanced standing from other colleges or universities?

The whole tone of the university committee's report presents a curious contrast to the language of the following resolution unanimously adopted by the state board of education on June 6, 1911: "We express our commendation and approval of the highly efficient manner in which he has conducted the affairs of the state university, and express our appreciation of the executive and administrative ability shown by him since he has been president of said institution."

An understanding of the procedure of the state board at its December meeting can be reached only by remembering that the sessions of the board, with its presentation of the committee's report, its discussion of the same, and its action upon it, were held and concluded without conference with the president. The president was in Helena at the time, dealt with the university committee on various matters, attended the open sessions of the board, and informed members of the university committee that he would be in immediate

attendance in the capitol building if his presence were desired for the consideration of any matter affecting himself or the university. He was personally assured that nothing of any importance would come up. After the adjournment of the board, certain of its members told him that no action had been taken, and they made similar statements to reporters, who published their declaration in the newspapers.

All of this leads to the inquiry as to what really happened between June 6, 1911, and October last, when certain very important questions which were up for discussion and settlement during that interval must have seriously changed the relations of the president and members of the board. Since the published statement under consideration does not touch upon these subjects, considerations of official reserve preclude more than this allusion to them at this time.

If I may permit myself now to speak in the first person let me conclude by saying that no one can regret more than myself the necessity of discussing educational matters in this way. Since the board has denied to me the usual academic privilege of meeting them face to face for frank discussion and has chosen to say nothing to me except through newspaper reports I am compelled to follow their example. Only the consideration that the people of the state of Montana need to be informed for the protection of higher education, and of their state university in particular, leads me to address the same public before whom the university committee's report has been placed. I hope that the publicity given to these issues may result in nothing but good for higher education in Montana.—C. A. DUNIWAY, in *The Missoulian*.

#### SCIENTIFIC BOOKS

*The Life of the Crustacea.* By W. T. CALMAN, Sc.D. New York, The Macmillan Co. 1911. Pp. xiv + 290, with 32 plates and 85 figures in the text.

While the Crustacea have attracted many generations of able students, and while they possess a truly ponderous and rapidly growing

scientific literature, few attempts have been made at a popular exposition. All the more welcome is the work under review, in which the author, a well-known student and writer in this particular field, presents a sketch of the entire class, as a whole. His expressed purpose is to describe in particular the habits and modes of life, as well as "provide for readers unfamiliar with the technicalities of zoology an account of the more important scientific problems suggested by a study of the living animals in relation to their environment."

Excepting alone the insects, the Crustacea are perhaps the most diversified and the most interesting single class of invertebrates. In their multitudinous forms, whether in the seas, the fresh waters, or upon land, they offer a peculiarly attractive field for the study of nearly every problem raised by modern biology, including development, variation, sex, heredity, parasitism and other phases of evolution. The field is both difficult and alluring. We think that Dr. Calman has succeeded admirably in bringing together a host of significant facts bearing upon his subject, and in presenting them in a logical and interesting manner.

A chapter is devoted to the European lobster, considered as an exponent of the class, and following this are sections on Classification and Metamorphosis. Successive chapters (V.-X.) treat of Crustacea of the Seashore, the Deep Sea, Floating Crustacea of the Ocean, Crustacea of Fresh Waters, the Land, as Parasites and Messmates, all loaded with interesting facts and suggestions. A section devoted to "Crustacea in Relation to Man" is less satisfactory. The volume concludes with a review of Fossil Crustacea. The illustrations are both ample and good.

The author speaks from a wide and accurate knowledge of his subject, and such errors as we have noticed are of a minor character. In the superabundance of available materials, every student of this group is bound to find many omissions of matters more or less interesting or important. In the chapter on the lobster a number of statements need to be